

Curriculum Development Project

Overall description of project:

Education is socially and historically constructed. With that said, it is imperative that students are aware of the power of language. By exploring media literacy, students will see the world around them through a critical lens. This will help them become active thinkers of their own learning, rather than passive recipients of knowledge.

Aim:

To view the media through a critical lens.

Goals:

Question media representations in

-literary texts (books),

-music,

-television programs.

Objectives:

Goals	Objectives The student will...
Literary Texts (books)	<ol style="list-style-type: none">1. Analyze the meaning of text.2. Understand how language is a tool related to power.3. Understand that text becomes meaningful only after it is interpreted.4. Evaluate the techniques used to create representations/messages.
Music	<ol style="list-style-type: none">1. Analyze lyrics of songs.2. Understand the connections between oral language and written language.3. Evaluate the techniques used to create representations/messages.
Television Programs	<ol style="list-style-type: none">1. Analyze television shows.2. Understand the constructs created through media representations.3. Evaluate the techniques used to create representation/messages.

Background information including concepts and facts:

“Media literacy is the ability to sift through and analyze the messages that inform, entertain and sell to us every day. It’s the ability to bring critical thinking skills to bear on all media...”

(Tallim, 2010).

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action...Critical thinking is being responsive to variable subject matter, issues, and purposes...” (Criticalthinking.org, 2011).

Philosophical/theoretical basis:

Although it might appear that the design of our curriculum is taking a radical social reconstruction/postmodern approach, it does not fully encompass such philosophy. Since it is still aligned with the Texas Essential Knowledge and Skills standards (TEKS), the premise is that structure is still eminent. However, the instructional approach for this unit allows the students to critically explore different types of media literacy through experimentation/problem-solving techniques. Therefore, a guiding philosophy to the curriculum implementation is experimentalism.

In addition, our curriculum is based on a balanced literacy approach, which develops the skills of reading, writing, thinking, speaking, and listening for all students through four interventions:

- ★ Modeled Reading (Reading Aloud) and Modeled Writing
- ★ Shared Reading and Shared Writing
- ★ Guided Reading and Guided Writing
- ★ Independent Reading and Independent Writing

An example of an 'experience' that might be arranged for students in this curriculum:

Students will have a video conference with an author of one of the books/songs used for this unit to help students view the differences between their diverse interpretations and the author's actual purpose of their work. It will be a time for the students to ask critical questions and share their analyses of the respective text/song.

Literacy Activities:

- ★ **Word Detective**- A game that allows students to pretend to be detectives as they look through their text for clues to solve a mystery. In this case, the students will critically analyze books, musical lyrics, and television programs to determine how they use language, construct representations, and the hidden messages they are conveying.
- ★ **I think...**- A writing activity that allows students to rewrite their interpretation of a text. In this case, the students will evaluate a text and rewrite it to give it a different meaning or to exhibit the hidden message behind the original text.
- ★ **Analysis Project**- A project that will allow students to choose a type of media literacy of their interest, apply the learned critical skills to analyze it, and create a presentation (drawing, PowerPoint, essay, etcetera) to show to the whole class.
- ★ **Author's Chair**- A time for the students to share their ideas, questions, comments, and concerns with the activities and unit we are working on.

Media Literacy Resources:

Books	Examples of children's
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	<p>literature:</p>         
Music	<p>Examples of music children listen to:</p> <p>Kidz Bop (pop cultural music) http://www.kidzbop.com/music/kidzbop/Kidz-Bop-21</p> <p>*All songs will be selected by students and approved by the teacher.</p>
Television Shows	<p>Examples of TV media watched by children:</p>

	<p>Disney shows, <i>Novelas</i> (soap operas), News channel, and other student favorite television programs.</p> 
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References

http://www.media-awareness.ca/english/teachers/media_literacy/what_is_media_literacy.cfm

<http://www.criticalthinking.org/pages/defining-critical-thinking/766>

<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

<http://olc.spsd.sk.ca/de/pd/instr/strats/balancedliteracy/index.html>

(still need to be cited APA)

Key content standards:

Second Grade TEKS (TEA website)

(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.

(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) recognize different purposes of media (e.g., informational, entertainment);
- (B) describe techniques used to create media messages (e.g., sound, graphics); and
- (C) identify various written conventions for using digital media (e.g., e-mail, website, video game).

(20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
- (B) decide what sources of information might be relevant to answer these questions.